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fully developed form of vocational training in both public and private schools; yet, strangely enough, it is the department of vocational training that has as yet only a limited literature. Most discussions of vocational education are confined to industrial phases of the subject; if made more inclusive it is extended to household education and agricultural education. This report departs from the usual practice in giving a full section to a discussion of all the various aspects of commercial education.

The fourth section of the report gives the result of a full series of tests made upon boys who had left school to go to work as soon as the law permitted, regardless of their advancement in the school. With reference to their ability to solve simple problems in arithmetic, to understand and write simple English, and with reference to their knowledge of simple matters of civil government and history, the tests show that the boys are very deficient in these various lines of work. The tests seem to show that, in the case of boys who leave school at the age of fourteen, what has been learned is in large measure so completely forgotten that much or most of the educational labor has been wasted. They present another argument among the others already in the field for an upward extension of the compulsory school age.

The volume is one that should be placed at public expense in the hands of every teacher, supervisor, and other educational worker in the city of Chicago, with the further requirement that it be read and discussed in full. Since it is the type of study that should be made for every city for its own purposes, and since it is comparative of the work of different cities, and draws its suggestions from experiments in all portions of the country, the volume is one that ought to be widely read wherever problems of vocational training are being discussed.

*Examples of Industrial Education.* By FRANK MITCHELL LEAVITT.  
Boston: Ginn & Co., 1912. Pp. viii+330. \$1.25.

The volume deals with the many problems incident to the development of adequate systems of industrial education. It discusses in the beginning the larger relationships of the vocational movement, the various social demands and social needs. It then devotes several chapters to the specific demands for industrial education now being voiced by various social classes: the demand from the manufacturers; the demand from organized labor; the demands of educators; and the demands of social workers.

It discusses the revision of educational ideals, practices, and forms of organization that appear necessary as we include these newer aspects of education into an integrally organized public-school curriculum. It suggests plans that may be suitable for immediate reorganization since they require the fewest possible changes. It then gives a number of examples of the more fundamental forms of reorganization of the general educational program such as found in the progressive work of Cleveland, Menominee, Berkeley, Concord, Portland, Gary, and Chicago.

After clearing up these general matters, the book centers attention upon the various stages of vocational training and the various types of schools, to each of which is devoted a chapter. The method in each case is to present one or more actual concrete examples of the type of school in question, showing the form of organization, the relation of the work to the other portions of the school system, the content of the curriculum, both technical and practical; and in some cases the training of the teachers that appears most desirable for the work. As types of pre-vocational work in grades six to eight, the author describes the Agassiz School in Boston, the Cleveland Elementary Industrial School, and more briefly certain others in Pittsburgh, Los Angeles, and Seattle. Of the intermediate or separate industrial schools for children twelve to sixteen years of age, he describes the Rochester Shop-School very fully, and in briefer compass the Manhattan Trade-School for Girls and the secondary industrial schools of Columbus, Georgia. Of vocational high schools the example given is the Lane Technical High School of Chicago. As types of the trade school, he discusses the Milwaukee schools of trades for boys and girls, the David Rankin School of Trades in St. Louis, and the Worcester Trade School. The part-time co-operative schools described are those of Cincinnati, Fitchburg, and Beverly. Among the continuation schools discussed are those of Cincinnati, Cleveland, and Boston.

The chapter on vocational guidance deals with the problem of guiding a boy into those lines of vocational training for which he is best fitted by his natural aptitudes and his opportunities. The examples of actual work most fully described are those of Boston and Grand Rapids. The excellent lists of books for high-school reading in connection with the discussion of vocational guidance drawn up by the Grand Rapids public library in co-operation with the school authorities are reproduced in full. Only slight attention is given to the problems of vocational placement of the graduates of the vocational schools, a matter sometimes referred to as vocational guidance.

The final chapter is devoted to a discussion of the problems of agricultural education. The types of work discussed are those of England, Germany, France, and various American states.

The volume gives a fairly unified picture of conditions as they exist in the United States at the present moment. The field of industrial education is one in which there has arisen with surprising rapidity a tremendous ephemeral literature. Most of it deals with partial aspects of the problem and it is of a highly repetitious character. For the rank and file of the profession who need to obtain a clear view of the total situation from only a moderate amount of reading, the book is a very welcome contribution.

*Vocational Education in Europe.* By EDWIN G. COOLEY. Published by the Commercial Club of Chicago, 1912. Pp. 347. \$1.10.

In this volume Mr. Cooley presents a discussion of vocational education in Germany similar in plan to that of Professor Leavitt's discussion of American